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A NEW JOINT PROGRAM TO HELP DISADVANTAGED STUDENTS.

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Administered jointly by the Claremont colleges in Southern California, the "program of special studies for transition to college" prepares disadvantaged high school graduates with academic potential for eventual entrance into a regular college program. Over a 2-year period the students are provided with special seminars, orientation, tutoring, and counseling. They may also enroll in a few carefully selected courses. Although students will be encouraged to earn part of the cost of their participation in the program, expenses will be paid whenever necessary and efforts will be made to obtain Federal aid. (LB)

cil, composed of sixteen professors and who constitute the chief policy group for the Graduate School.

As all our undergraduate colleges are residential, we have given a great deal of consideration to residence hall regulations, visiting hours in student rooms, and hours for the women's residence halls. The discussions which have been conducted by student-faculty committees have resulted in a liberalization of regulations among all the colleges. The changes are motivated by the greater maturity of the present day students and their deep concern for their educational program. Our ideal is the relationship of students and faculty as junior and senior scholars.

We who constitute the Claremont Colleges are engaged in a very demanding responsibility. Education in the liberal arts and sciences, the domain to which we are dedicated, is universal in its outreach and basic to all genuine understanding and human progress. Consequently its importance is beyond measure.

I must conclude by saying that our problems in the Claremont Colleges match our opportunities. Our greatest problem, as I see it today, is conveying to our own public an understanding and awareness of the magnitude of the funds our institutions must secure in order to continue their advance. McGeorge Bundy, in his first report as President of the Ford Foundation, wrote that "the greatest general problem of higher education is money . . . and that the institution which pauses to look back will quickly fall behind in the endless race to the future. . . ." America, he further stated, "must find ways to increase the academic budgets of its colleges and universities at a continuing rate of at least ten per cent a year as far ahead as the eye can see."

On October 12, Mr. Bundy addressed the American Council on Education in Washington. There he told us that the colleges and universities had not made their case for the needed funds with the American public. The great increase of enrollment and of institutions, and the desire of presidents to talk primarily of achievements, he said, has hidden the degree of higher education's financial crisis. He enjoined us to meet a "new requirement of candor." This I [illegible] to do, because I feel his analysis is funda-

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A New Joint Program to Help Disadvantaged Students

The Claremont Colleges have announced a $2 million, five-year program to give 200 high-school graduates with cultural handicaps the opportunity to receive a college education. The students, from Mexican-American, Negro, and other cultural groups in Southern California, will be selected because they have high potential to succeed in college even though they are at present ineligible for colleges with policies of selective admission. They will be enrolled at one of the five independent colleges at Claremont in a Program of Special Directed Studies for Transition to College, which may continue for whatever period is necessary, up to two years. Expenses will be paid to the extent necessary; students will be encouraged to earn part of the cost.

All five of the undergraduate Claremont Colleges, Claremont Men's, Harvey Mudd, Pitzer, Pomona, and Scripps, will admit these students in proportion to the size of the college and will assist in underwriting the expense of the program. There will be orientation programs, special seminars, tutoring, and counseling, as well as carefully selected courses, under the supervision of a Faculty Governing Committee established by Claremont University Center, which will be the administrative agent. Within two years it is believed that most of the students will qualify to transfer at various levels as regular students into an appropriate college. They will continue to receive scholarship and financial aid until they graduate.

In making the announcement, Provost E. Wilson Lyon expressed gratitude to the Rockefeller Foundation of New York for a grant of $750,000 to initiate the project. Additional resources from government educational aid programs will be sought for students admitted. The colleges have undertaken to underwrite the remainder of the cost by appeals to interested persons, foundations, and organizations. "We do not believe this will be a serious problem," Dr. Lyon said, "because the need for substantial sums will not arise until after the program has been able to prove its value."

The Rev. E. C. Reckard, chaplain of The Claremont Colleges, who devised the program, says that for the first year or two the 40 students admitted will probably come primarily from Los Angeles, Riverside, and San Bernardino Counties. "The director of the program," he explained, "will seek initially to identify eight to ten high school or public school districts in which especially intensive efforts will be made to alert school officials, counselors, and teachers to opportunities for continuing education open to able students from disadvantaged backgrounds." Subsequently the search will be widened to include all of Southern California. The director will be selected as soon as possible.

President Louis T. Benezet of Claremont University Center, which will administer the program, points out that The Claremont Colleges have for several years been making special efforts to recruit students from ethnic minority groups, and that more than 50 Mexican-American and Negro students are now enrolled. All of them, however, had to meet regular entrance requirements. From this experience," he says, "we have learned of the large number of students who have the ability to succeed in college courses but are not reaching college, often because of their limited cultural background and limited resources. It is important that these students be given a chance."

The Claremont Colleges are in the first year of a supplementary program, Project Open Future, which offers full-time sessions during the summer and Saturday sessions during the winter to nearly 200 selected junior high school students from underprivileged areas in Compton and Los Angeles.

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